



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS **THEATRE**

HIGH SCHOOL



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for High School Theatre define what students should know and be able to do when participating in Theatre at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Theatre consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Performing
- Responding
- Connecting

High school theatre standards are organized into three levels: *Proficient*, *Accomplished* and *Advanced*. These levels acknowledge the differing abilities levels and past experiences with which students may enter these courses. The National Coalition for Arts Standards provides the following definitions for the high school levels. Educators are encouraged to use these definitions when designing learning experiences that can be appropriately differentiated for students in relevant courses.

<i>Proficient</i>	A level of achievement attainable by most students who complete a high-school level course in the arts (or equivalent) beyond the foundation of quality Pre K-8 instruction.
<i>Accomplished</i>	A level of achievement attainable by most students who complete a rigorous sequence of high school level courses (or equivalent) beyond the Proficient level.
<i>Advanced</i>	A level and scope of achievement that is beyond rigorous, substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement, and prepares students for college-level work.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Theatre: Creating	
Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
ENVISION/CONCEPTUALIZE	
HS Proficient	TH:Cr1.1.I (a) Apply basic research to construct ideas about the visual composition of a theatrical work.
	TH:Cr1.1.I (b) Explore the impact of technology on design choices in a theatrical work.
	TH:Cr1.1.I (c) Use script analysis to generate ideas about a character that is believable and authentic in a theatrical work.
HS Accomplished	TH:Cr1.1.II (a) Investigate historical and cultural conventions and their impact on the visual composition of a theatrical work.
	TH:Cr1.1.II (b) Understand and apply technology to design solutions for a theatrical work.
	TH:Cr1.1.II (c) Use personal experiences and knowledge to develop a character that is believable and authentic in a theatrical work.
HS Advanced	TH:Cr1.1.8 (a) Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a theatrical work.
	TH:Cr1.1.8 (b) Using available technology, create a design for a technical element of a theatrical work.
	TH:Cr1.1.8 (c) Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a theatrical work.
Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question(s): How, when, and why do theatre artists' choices change?	
DEVELOP	
HS Proficient	TH:Cr2.1.I (a) Explore the function of history and culture in the development of an idea through a critical analysis of original ideas in a theatrical work.
	TH:Cr2.1.I (b) Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a theatrical work.
HS Accomplished	TH:Cr2.1.II (a) Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a theatrical work.
	TH:Cr2.1.II (b) Cooperate as a creative team to make interpretive choices for theatrical work.

HS Advanced	TH:Cr2.1.III (a) Analyze the role history, culture, and theatre traditions play in the process from the inception of an idea to the development of a theatrical work.
	TH:Cr2.1.III (b) Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted theatrical work.
Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question(s): How do theatre artists transform and edit their initial ideas?	
REHEARSE	
HS Proficient	TH:Cr3.1.I (a) Practice and revise a devised or scripted theatrical work using theatrical staging conventions.
	TH:Cr3.1.I (b) Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a theatrical work.
	TH:Cr3.1.I (c) Refine technical design choices to support the story and emotional impact of a devised or scripted theatrical work.
HS Accomplished	TH:Cr3.1.II (a) Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted theatrical work.
	TH:Cr3.1.II (b) Use research and script analysis to revise physical, vocal and physiological choices impacting the believability and relevance of a theatrical work.
	TH:Cr3.1.II (c) Reimagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted theatrical work.
HS Advanced	TH:Cr3.1.III (a) Refine, transform, and re-imagine a devised or scripted theatrical work using the rehearsal process to invent or reimagine style, genre, form, and conventions.
	TH:Cr3.1.III (b) Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a theatrical work.
	TH:Cr3.1.III (c) Apply advanced technical proficiencies from rehearsal through the performance to support the story and emotional impact of a devised or scripted theatrical work.

Theatre: Performing	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.	
Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?	
SELECT	
HS Proficient	TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work.
	TH:Pr4.1.I (b) Shape character choices using given circumstances in a theatrical work.
HS Accomplished	TH:Pr4.1.II (a) Discover how unique choices shape believable and sustainable theatrical work.
	TH:Pr4.1.II (b) Identify how character choices are influenced by essential text information, research from various sources, and the director's concept that influence character choices in a theatrical work.
HS Advanced	TH:Pr4.1.III (a) Apply reliable research of directors' styles to form unique choices for a directorial concept in a theatrical work.
	TH:Pr4.1.III (b) Apply developmentally appropriate researched acting techniques as an approach to making character choices in a theatrical work.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	
Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.	
Essential Question(s): What can I do to fully prepare a performance or technical design?	
PREPARE	
HS Proficient	TH:Pr5.1.I (a) Practice developmentally appropriate acting techniques to expand skills in a rehearsal or theatrical performance.
	TH:Pr5.1.I (b) Use researched technical elements to increase the impact of design for a theatrical production.
HS Accomplished	TH:Pr5.1.II (a) Refine a range of acting skills to build a believable and sustainable theatrical performance.
	TH:Pr5.1.II (b) Apply technical elements and research to create a design that communicates the concept of a theatrical production.
HS Advanced	TH:Pr5.1.III (a) Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
	TH:Pr5.1.III (b) Explain and justify the selection of technical elements used to build a design that communicates the concept of a theatrical production.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

SHARE/PRESENT

HS Proficient	TH:Pr6.1.I (a) Perform a scripted theatrical work for a specific audience.
HS Accomplished	TH:Pr6.1.II (a) Present a theatrical work using creative processes that shape the production for a specific audience.
HS Advanced	TH:Pr6.1.III (a) Present a theatrical production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

Theatre: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

REFLECT

HS Proficient	TH:Re7.1.I (a) Respond to what is seen, felt, and heard in a theatre work to develop criteria for artistic choices.
HS Accomplished	TH:Re7.1.II (a) Demonstrate an understanding of interpretations of artistic choices and how each might be used to influence future theatrical work.
HS Advanced	TH:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatrical work are influenced by personal experiences and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

INTERPRET

HS Proficient	TH:Re8.1.I (a) Analyze and compare artistic choices developed from personal experiences in theatrical works.
	TH:Re8.1.I (b) Identify and compare cultural perspectives and contexts that may influence the evaluation of a theatrical work.
	TH:Re8.1.I (c) Justify personal aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.

HS Accomplished	TH:Re8.1.II (a) Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a theatrical work.
	TH:Re8.1.II (b) Apply concepts from a theatre work for personal realization about cultural perspectives and understanding.
	TH:Re8.1.II (c) Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.
HS Advanced	TH:Re8.1.III (a) Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.
	TH:Re8.1.III (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
	TH:Re8.1.III (c) Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatrical work. Essential Question(s): How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	
EVALUATE	
HS Proficient	TH:Re9.1.I (a) Examine a theatrical work using supporting evidence and criteria, while considering other art forms, history, culture, and other disciplines.
	TH:Re9.1.I (b) Consider the aesthetics of the production elements in a theatrical work.
	TH:Re9.1.I (c) Formulate a deeper understanding and appreciation of a theatrical work by considering its specific purpose or intended audience.
HS Accomplished	TH:Re9.1.II (a) Analyze and assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.
	TH:Re9.1.II (b) Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
	TH:Re9.1.II (c) Explain how a theatre work communicates for a specific purpose and audience.
HS Advanced	TH:Re9.1.III (a) Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.
	TH:Re9.1.III (b) Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work.
	TH:Re9.1.III (c) Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.

Theatre: Connecting	
<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	
EMPATHIZE	
HS Proficient	TH:Cn10.1.I (a) Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.
HS Accomplished	TH:Cn10.1.II (a) Choose and interpret a theatre work to reflect or question personal beliefs.
HS Advanced	TH:Cn10.1.III (a) Collaborate on a theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	
INTERRELATE	
HS Proficient	TH:Cn11.1.I (a) Explore how cultural, global, and historic belief systems affect creative choices in a theatrical work.
HS Accomplished	TH:Cn11.1.II (a) Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural theatrical work.
HS Advanced	TH:Cn11.1.III (a) Develop a theatre work that identifies and questions cultural, global, and historic belief systems.
<p>Anchor Standard 12: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p> <p>Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	
RESEARCH	
HS Proficient	TH:Cn12.1.I (a) Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work, using research methods.
	TH:Cn12.1.I (b) Use basic research methods to better understand the social and cultural background of a theatrical work.
HS	TH:Cn12.1.II (a) Formulate creative choices for devised or scripted theatre work

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Accomplished	based on theatre research about the selected topic.
	TH:Cn12.1.II (b) Explore how personal beliefs and biases can affect the interpretation of research applied in theatrical work.
HS Advanced	TH:Cn12.1.III (a) Justify the creative choices made in a devised or scripted theatrical work, based on research.
	TH:Cn12.1.III (b) Present and support an opinion about the social, cultural, and historical understandings of a theatrical work, based on research.